

**PRAIRIE VIEW A&M UNIVERSITY
PRAIRIE VIEW, TX.
COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP AND COUNSELING
DEPARTMENT**

**COURSE: CNSL 5163-002 EDUCATIONAL RESEARCH
(Main Campus)**

SUMMER 2008

Subject to revision

Syllabus (Distributed 6-7-08)

INSTRUCTOR: Laxley W. Rodney, Ph. D., and Visiting Professor

**OFFICE: 109 Delco Building, Room 105
Phone: 936-261-3656
e-mail: use WebCT**

CLASS MEETINGS: Saturday: 1:00 -5:00 p.m. (241 Delco Building) [**Moved 123 New Science Building as 6-28-08**]

OFFICE HOURS: Monday: 2:00 – 5:00 p.m. (NW Graduate Center)

Thursday: 1:00 – 5:00 p.m. (109 Delco Building)

Saturday- 11:00 a.m. to 1:00 p.m. (109 Delco, Main Campus)

This course, **CNSL 5163-002 EDUCATIONAL RESEARCH**, is in part based on the "E-FOLD-P" model of the College of Education. The acronym refers to the preparation of educators as facilitators of learning for diverse populations.

COURSE DESCRIPTION for CNSL 5163 RESEARCH Credit 3 semester hours.

General orientation research course for master's degree candidates in counseling. The course considers the nature of research problems and techniques used by investigators in solving those problems. Study is made of types and methods of educational research, the collecting of data,

analyzing and sharing of data with the public. The student is expected to complete a research project or field study utilizing the appropriate methods of educational research. (PVAMU Graduate Catalog, 2005-2007, p 254).

PREREQUISITES: ADMIN 5093 Educational Statistics

COURSE OUTCOMES

a) **Knowledge:** Upon completion of this course, all students will be expected to demonstrate knowledge of:

- i. the scientific method of inquiry and the principles and constructs relevant to educational research with specific reference to problems in American schools (P-12) and their implications for educational leaders.
- ii) basic and applied research, including: statement of the problem and the use of hypotheses and questions to refine such statement and guide the research design and method;
- iii) importance of previous research through literature review;
- iv) the use of statistical techniques to interpret results of research studies.

b) **Skills:** Upon completion of this course, all students will demonstrate that they have acquired the skills to:

- i) develop and state a researchable problem with appropriate research;
- ii) conduct review of literature relevant to the research problem;
- iii) design a research study and utilize appropriate methods to facilitate collection of valid and reliable data to answer the research questions and support the stated hypothesis/hypotheses;
- iv) use appropriate statistical techniques to analyze the data collected;
- v) use computer technology to conduct educational research, including: literature review, storage and analysis of data and presentation of

research findings.

- c) **Disposition:** Upon completion of this course, all students will demonstrate that they have acquired the disposition to:
- i) respect and value research as an appropriate tool for improving education effectiveness;
 - ii) demonstrate sensitivity to biases and ethical issues related to research and strategies for reducing these issues and thereby strengthen the integrity of scholarly and scientific inquiries, particularly as they apply to the field of educational administration and counseling.

The above expected outcomes will be measured through a combination of class projects, class tests and a written research proposal.

The use of TrueOutcomes

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net."

REQUIRED TEXT BOOK: Gay, L.R.; Mills, G.E.; Airasian, P. (2006) *Educational Research: Competencies for Analysis and Application* (Eighth Edition). Prentice Hall. ISBN: 0-13-118534-9.

REFERENCES: APA Publication Manual of American Psychological

Association (Latest Edition).

1. Heggins, M.; Rodney, L. and Kowalski, C. (Eds.). *Diverse Approaches to Family and Community Violence Prevention: A National Perspective*. McGraw Hill, New York, 2008 (ISBN-13: 978-0-07-339431-2; ISBN-10:0-07-339431-9).
2. Miller, Thomas W. (Ed.) *School Violence Prevention*. Springer, New York, 2008 (**INSB: 978-0-387-756660-8**).
3. Rodney, L., Srivastava, R. and Johnson, D. A Series of Culturally Relevant Models for Preventing School-Age Violence. In Miller, T. (Ed.) *School Violence Prevention*. Springer, New York (2008).
4. Rodney, L.W., Johnson, D.L. and Srivastava, R.P. (2005). The Impact of Culturally Relevant Prevention Models on School-Age Youth. *Journal of Primary Prevention*, 26, 439-454.

COURSE REQUIREMENTS: Each student is required to complete a research project consisting of the following:

- A. A written research proposal, which reflects his/her original work on a topic relevant to the area of school administration and presented in the following sequence:

1. Abstract
2. Chapter I. Problem Statement
3. Chapter II. Review of Related Literature
4. Chapter III. Method
5. References

6. Appendices

The research proposal must be between 15 and 20 pages long, double spaced with a font of 12. See Attachment C to this syllabus for the rubric with the scoring scale for the proposal. Additional information, including samples of previous work will be presented throughout the semester

B. The official artifacts for this course which you will upload into WebCt and TrueOutcomes and maintain as part of your electronic portfolio are as follows:

- i.) the electronic version of your written proposal (60% of the course grade);
- ii.) five web addresses or links (with a brief description, maximum half of one page) that you have visited and found to be useful for retrieving literature relevant to counseling research, (5 % of the course grade);
- iii) six nationally recognized standardized tests (three cognitive and three affective--5 % of the course grade);
- iv.) copy of the latest version of your resume, to be uploaded by January 23; this can be revised throughout the semester to earn a maximum of 5 % of the total course grade.

SCORING SCHEME FOR THE COURSE:

1. Course Artifact I (Term paper)	55 %
2 Course Artifact I (Six Standardized Tests).....	05 %
3 Five web pages (Relevant to Ed. Admin)	05 %
4 Class Tests	25 %
3. Class Attendance	10 %

GRADING SCHEME: A = 95+; B = 85 - 94; C = 75 - 84; F = 0 - 74; I = Incomplete

Note: A final grade of "F" will be assigned to students who engage in plagiarism or any other form of academic misconduct (including cheating on tests).

CLASS ATTENDANCE POLICY

The attendance policy for this course is adopted from page 95 of the Prairie View A&M University 2005-2007 Graduate Catalog. The major elements of this policy are as follows:

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. **Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or assignment of a grade of "F".** Absences are accumulated beginning with the first day of class during the regular semesters and summer terms. Each faculty will include the University's attendance policy in each course syllabus.

Excused Absences

Absences due to illness, attendance at university approved activities, and family and other emergencies constitute excused absences and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are always responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports).

Excessive Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. **The instructor is not required to accept assignments as part of the course requirements when the student's absence is unexcused.**

Absences of Religious Holy Days (See page 95, 2005-2007 Graduate Catalog).

Impact of student's attendance on final grade computation

As previously mentioned, class attendance will account for up to 15 % of the final course grade.

Tardiness or leaving class before the end of the period will be regarded as absences. Computations relating to attendance in this class are as follows: present = 1; absent = 0; arrival between 1: 30 and 2: 30 p.m. = 0.5; arrival after 2:30 p.m. = 0; departure between 3: 30 and 4: 30 p.m. = 0.5; departure before 3:00 p.m. = 0.0).

AMERICANS WITH DISABILITIES ACT (ADA)

Any student whose disabilities fall within ADA must inform the Prairie View A&M University ADA Officer, Ms. Belinda Lewis, Evans Room 217, ph 936-857- 2610 and the instructor at the beginning of the term for any special needs or equipment necessary to accomplish the requirements of the course.

ATTACHMENT A
FOR
COURSE SYLLABUS CNSL 5163-0G1 EDUCATIONAL RESEARCH

SPRING 2008
INSTRUCTOR: Laxley W. Rodney, Ph. D., and Visiting Professor

USEFUL REFERENCES, WEB SITES AND DATA BASES
COMPLIMENTS OF **PVAMU John B. Coleman Library**)

REFERENCE BOOKS

Dictionary of Education

LB15 R64 1982

Dictionary of Educational Acronyms, Abbreviations and Initialisms

LB15 P35 1985

The Educator's Desk Reference (EDR); A Sourcebook of Educational Information and Research

LB1028.27 U6 F74 2002

Encyclopedia of Education

LB15 E47 2003

Encyclopedia of Educational Research

LB15 E48 1992

Encyclopedia of Special Education

LC4007 E53 2000

Handbook of Research on the Education of Young Children

LB1119 H25 1993

World Education Encyclopedia

LB 15 W87 2002

USEFUL WEBSITES

- <http://www.tea.state.tx.us/teks/>

- **TAAS**
- <http://www.tea.state.tx.us/student.assessment/>
- **Texas Education Agency**
- <http://www.tea.state.tx.us/>
- **State Board for Educator Certification**
- <http://www.sbec.state.tx.us>
- **Houston ISD**
- <http://www.houstonisd.org>
- **PBS TeacherSource**
- <http://www.pbs.org/teachersource/>
- **U.S. Dept. of Education**
- <http://www.ed.gov/index.jhtml>
- **Centre For Innovation in Mathematics Teaching**
- <http://www.ex.ac.uk/cimt/>
- **Center for the Advancement of Ethics and Character**
- <http://www.bu.edu/education/caec/>
- **Children's Literature Web Guide**
- <http://www.acs.ucalgary.ca/%7Edkbrown/>
- **Columbia Education Center**
- <http://www.col-ed.org/>
- **National Center for Education Statistics**
- <http://www.nces.ed.gov/>
- **ENC**
- <http://www.enc.org/>
- **Gateway to Educational Materials**

- <http://www.thegateway.org/>
- **Historically Black College & University Megasite**
- <http://www.hbcu-central.com/siteLogin.cgi>
- **Merlot**
- <http://www.merlot.org/Home.po>
- **APA Style Guide**
- http://webster.comnet.edu/apa/apa_index.htm
- **TEXES/ExCet**
- <http://www.excet.nesinc.com/>

SELECT EDUCATION DATABASES

(COMPLIMENTS OF REFERENCE DEPARTMENT
COLEMAN LIBRARY, PVAMU)

Academic Universe (LEXISNEXIS)

Basic source for legal information includes full text of state and federal legal cases, articles from law reviews and newspapers, federal and state codes. The section on **Education Law** includes: Selected Education law cases from the U.S. Supreme Court, the U.S. Courts of Appeal, all U.S. Federal District Courts, and from the state courts of all fifty states and the District of Columbia.

EBSCOhost

Sociological Collection covers more than 500 full text peer-reviewed journals. It offers information in all areas of sociology, including social behavior, human tendencies, interaction, relationships, community development, culture and social structure. This database is updated daily via EBSCOhost.

Other databases in EBSCOhost, such as *MasterFile* and *MiddleSearchPlus* are geared to the K-12 audience; both student and educator.

The Professional Development Collection provides a highly specialized collection of over 750 full text journals, including more than 350 peer-reviewed titles. *Professional Development Collection* is the most comprehensive collection of full text education journals in the world.

PsychARTICLES provides full text articles on current issues in psychology from respected sources, spanning from 1987 to the present. PsycARTICLES includes more

than 25,000 full-text articles from 43 journals published by American Psychological Association and allied organizations. All journals included in this database are indexed in PsycINFO.

PsycINFO contains more than 2 million citations and summaries of journal articles, book chapters, books, dissertations and technical reports, all in the field of psychology. Journal coverage, which dates back to the 1800s, includes international material selected from more than 2,000 periodicals in over 35 languages. More than 60,000 records are added each year.

Psychology and Behavioral Sciences Collection is a comprehensive database providing nearly 550 full text publications, including more than 500 peer-reviewed journals. The database covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. In addition to the full text, indexing and abstracts are provided for all journals in the collection.

ERIC

ERIC, the Educational Resource Information Center contains more than 2,200 digests along with references for additional information and citations and abstracts from over 980 educational and education-related journals.

JSTOR

JSTOR is a collection of 322 full text journals, from the first issue of a title to the year 2000. Limit your search to the Education section before searching for articles.

Kluwer Online

Full text journals published by Kluwer, including [Journal of Academic Ethics](#).

ATTACHMENT B
FOR
COURSE SYLLABUS ADMIN 5163-OG1 EDUCATIONAL RESEARCH
SPRING 2007

INSTRUCTOR: Laxley W. Rodney, Ph. D., and Visiting Professor

TENTATIVE WEEKLY SCHEDULE FOR FALL 2007 CNSL 5163 – OG1 RESEARCH

Date	Topic	Chapter (s)
Week 1 June 7	Overview of course, including: Syllabus-course requirements, weekly activities, term paper, etc. Overview of Educational Research Developing the research problem statement Formulating the research question (s) Formulating the research hypothesis (es)	1 2
Week 2 June 14	The research plan Overview of how to write your term paper, including previous research proposals. Make sure you review Attachment C of syllabus before this class period. [1:00 – 2:30 p.m.] Library electronic resources for enhancing your literature search--workshop by Coleman Library Reference Librarian (unconfirmed) [3:00 -4:30 p.m.]	3,21
Week 3 June 21	Sampling Techniques Constructs, Variables and Instrumentation (Selecting Measuring Instruments , Establishing	4 5

	Validity and Reliability, etc.) Due date for draft of chapters 1 & 2 of research proposal (See Attachment C). Due date for five web pages relevant to Ed. Admin. Research	
Week 4 June 28	Test 1 Instrumentation continued Descriptive (Survey) Research	1,2,3,4 5 6
Week 5 July 5	Independence Day Break (No class)	
Week 6 July 12	Correlational Research Causal-Comparative Research Due date for six standardized tests	7 8
Week 7 July 19	Test 2 Experimental Research Descriptive Statistics	5,6,7,8 9 11
Week 8 July 26	Inferential Statistics Due date for term paper (final)	12
Week 9 August 2	Test 3	9,11, 12

**Attachment C
DEPARTMENT
PRAIRIE VIEW A&M UNIVERSITY
PRAIRIE VIEW, TX. 77441**

COURSE: ADMIN 5163-002 EDUCATIONAL RESEARCH

Summer 2008

**FORMAT AND RUBRIC FOR PREPARING AND SCORING OF RESEARCH
PROPOSAL
(Term project; 55 % of course Grade)**

THIS HAS BEEN REPLACED BY A NEW RUBRIC IN TRUEOUTCOMES

The term paper must be written to comply with APA Manual (Latest Edition). The final document must represent the student's original work and should consist of 20-25 pages, typed double-spaced, font 12; and presented in the following sequence and headings:

1. Abstract..... .10 Points

A succinct summary or overview (300 words maximum) of the research study to be undertaken; it should include: -Problem statement-- purpose of the study, research questions (s) and hypothesis (ses) –Method – including the type of research method, the number of participants, sampling technique, treatment /intervention, instruments, research procedures, including statistical analyses of data.

Note: The abstract or summary must be written after the entire proposal has been written.

2. Chapter 1. Statement of the Problem (5-7) Pages.....60 Points

-Introduction -Background or Context of the problem, supported by adequate and relevant literature, including materials on Texas- 5-6 pages (20 Points)

-Statement of the Problem (10)

-Purpose of the Study (05)

-Research Question (s) (05)

-Research Hypothesis (ses); each research question must be matched with an appropriate research hypothesis (05)

- Null Hypothesis; each research hypothesis must be accompanied by its companion null hypothesis (05)

-Significance of the Problem (05)

- Operational Definition of Terms (05)

Chapter 2. Review of the Literature (8-10 pages) 80 Points

The written material presented as literature review must be works actually reviewed by the graduate student. Whole scale copying of an author's literature review without proper credit will be regarded as plagiarism. This section of the paper will be scored based on the degree to which the literature:

- a). is relevant to the problem and is broad enough in scope to give the reader a good understanding of the contextual framework from a national, regional, state (Texas) and local (Houston/Dallas) perspective (20);
- b). provides a theoretical or logical context for the hypotheses and research questions of the study (10);
- c). is current, that is, no more than 20 % of sources should be older than seven years old (10);
- d). represents scholarly research- that is, at least 80 % of sources must be from refereed journals (10);
- e). incorporates citations in the text which comply with APA Format (10);
- f). is supported by references which comply with APA format (10);
- g). is supported by references which match the citations in the text (10).

References (to be submitted with the first draft of chapters 1 & 2 and again with the final paper and should also be included in the research portfolio).

Chapter 3. Method –(6-8) pages)

- Each student must identify, with rationale, the appropriate type of research (e.g. descriptive/survey, correlational, causal-comparative, experimental, qualitative, etc) that will be use in the study to collect data to answer and support the research questions and hypotheses presented in chapter 1.

Based on the type of research identified above, the student should choose from the following four rubrics the one that is most relevant to complete chapter 3.

- 1. Rubric for Descriptive Research**
- 2. Rubric for Correlational Research**
- 3. Rubric for Causal-Comparative Research**
- 4. Rubric for Experimental Research**

Note: Each Rubric starts on a separate page.

1. RUBRIC FOR CHAPTER 3 OF DESCRIPTIVE (SURVEY) RESEARCH

TOTAL NUMBER OF POINTS FOR CHAPTER 3 = [110 points if existing surveys or tests are being used; 120 points if new surveys or new tests are being used.]

a) Identification of type of Research Method (10):

The degree to which the student provides a clear statement that the research method for the study is descriptive or survey and the rationale for choosing this method

b).Research design (20):

i). The degree to which there is a clear description of the variable or variables (including levels) being investigated **(10)**;

ii). a clear description of how the subjects or participants will be divided or organized into groups to facilitate the collection and analysis of data relative to the levels of each variable being investigated **(10)**.

c). Description of the target population (10)

The degree to which there is a clear description (demographics- -number, gender, ethnicity, age, socio -economic status, level of education, etc.) of the target population (the population to which results from the study will be generalized);

d). Description of the accessible population (10)

The degree to which there is a clear description of the accessible population – the group from which the participants will be selected for inclusion in the study (the specific name of the group, total number of potential participants in this group, their demographics, physical locations where members of the group can be found;

e). Clear description of the sample of participants to be included in the study--the sample size, demographic data, etc. **(10)**;

f). Clear description of the sampling procedure(s) to be used to select the required sample described in “d” above and to ensure that the resulting sample is representative of the target population **(10)**;

g). Clear description of the instruments- surveys and or tests (Existing 10 points; new 20 points)

a). For an existing instruments- the degree to which there is a clear description of design, intended use, history of development and pilot testing, validity, reliability, etc. **(10)**;

or

b). for a new self-developed questionnaire or test (20);

i). the degree to which there is a clear description of the purpose of the instrument and how it will be developed, how validity and reliability will be established **(10)**;

ii). the quality of the questionnaire that is presented in the appendix of the proposal **(10)**;

h). Statistical techniques (including descriptive and inferential) that will be used to analyze the data to answer the research questions and provide support for the stated hypotheses **(10)**;

i). Summary of research procedure--including when and where the study will be conducted, strategies for obtaining informed consent of participants, steps to be taken to increase response rate of participants to the survey, to reduce research biases, to protect the confidentiality of the participants and to comply with PVAMU- IRB and other relevant organizational research policies **(20)**.

Rubric Summary for Descriptive (Survey) Research)

Abstract	10
Problem Statement	60
Literature Review	80
(Including references)	
Method	110/120
Total Points	260/270

2. RUBRIC FOR CHAPTER 3 OF CORRELATIONAL RESEARCH

TOTAL NUMBER OF POINTS FOR CHAPTER 3 = [110 points if existing surveys or tests are being used; 120 points if new surveys or new tests are being used.]

a). Identification of type of Research Method (10)

The degree to which the student provides a clear statement that the research method for the study is correlational and the rationale for choosing this method.

b). Research design (20):

i). The degree to which there is a clear description of the variables (including levels) being investigated; there must be at least two variables in a correlational research study **(10)**;

ii). a clear description of how the subjects or participants will be divided or organized into groups or sub-groups to facilitate the collection and analysis of data relative to the levels of each variable being investigated **(10)**.

c). Description of the target population (10)

The degree to which there is a clear description (demographics- -number, gender, ethnicity, age, socio -economic status, level of education, etc.) of the target population (the population to which results from the study will be generalized);

d). Description of the accessible population (10)

The degree to which there is a clear description of the accessible population – the group from which the participants will be selected for inclusion in the study (the specific name of the group, total number of potential participants in this group, their demographics, and the physical locations where members of the group can be found;

e). **Clear description of the sample of participants** to be included in the study--the sample size, demographic data, etc. **(10)**;

f). **Clear description of the sampling procedure(s)** to be used to select the required sample described in “d” above and to ensure that the resulting sample is representative of the target population **(10)**;

g). **Clear description of the instruments- surveys and or tests (Existing 10 points; new 20 points)**

a). For an existing instruments- the degree to which there is a clear description of design, intended use, history of development and pilot testing, validity, reliability, etc. **(10)**;

or

b). **for a new self-developed questionnaire or test (20)**

i). the degree to which there is a clear description of the purpose of the instrument and how it will be developed, how validity and reliability will be established **(10)**;

ii). the quality of the questionnaire that is presented in the appendix of the proposal **(10)**;

h). **Statistical techniques (including descriptive and inferential)** that will be used to analyze the data to answer the research questions and provide support for the stated hypotheses **(10)**;

i). **Summary of research procedure**--including when and where the study will be conducted, strategies for obtaining informed consent of participants, steps to be taken to increase response rate of participants to the survey, to reduce research biases, to protect the confidentiality of the participants and to comply with PVAMU- IRB and other relevant organizational research policies **(20)**.

Rubric Summary for Correlational Research)

Abstract	10
Problem Statement	60
Literature Review	80
(Including references)	
Method	110/120
Total Points	260/270

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3. RUBRIC FOR CHAPTER 3 OF CAUSAL-COMPARATIVE RESEARCH

TOTAL NUMBER OF POINTS FOR CHAPTER 3 = [140 points if existing surveys or tests are being used; 150 points if new surveys or new tests are being used.]

a). Identification with rationale, for choosing causal comparative research (that will guide the study to collect data to answer and support the research questions and hypotheses in chapter 1 **(10)**).

b). Research Design [Total Points = 50]

i). a clear description of the independent variable or treatment, including the assigned levels **(10)**;

ii). a clear description of the dependent variable and how it will be measured **(10)**;

iii). clear description of how the subjects or participants in the study will be divided or organized into groups (experimental and comparison) to facilitate collection of data that are appropriate to the research question (s) and hypothesis (ses) **(10)**;

iv). summarization of the overall research design through the use of conventional notations (See page 220 of textbook for example) **(10)**.

v). description of strategies for controlling extraneous variables that could confound your results **[10]**.

c). Description of the target population (10)

The degree to which there is a clear description (demographics- -number, gender, ethnicity, age, socio -economic status, level of education, etc.) of the target population (the population to which results from the study will be generalized);

d). Description of the accessible population (10)

The degree to which there is a clear description of the accessible population – the group from which the participants will be selected for inclusion in the study (the specific name of the group, total number of potential participants in this group, their demographics, and the physical locations where members of the group can be found;

e). **Clear description of the sample of participants** to be included in the study--the sample size, demographic data, etc. (for the experimental and the comparison groups) **(10);**

f). **Clear description of the sampling procedure(s)** to be used to select the required sample described in “d” above and to ensure that the resulting sample(for the experimental and the comparison groups) is representative of the target population **(10);**

g). **Clear description of the instruments- surveys and or tests (Existing 10 points; new 20 points)**

a). For an existing instruments- the degree to which there is a clear description of design, intended use, history of development and pilot testing, validity, reliability, etc. **(10);**

or

b). **for a new self-developed questionnaire or test (20)**

i). the degree to which there is a clear description of the purpose of the instrument and how it will be developed, how validity and reliability will be established **(10);**

ii). the quality of the questionnaire that is presented in the appendix of the proposal **(10);**

h). **Statistical techniques (including descriptive and inferential)** that will be used to analyze the data to answer the research questions and provide support for the stated hypotheses **(10);**

i). **Summary of research procedure**--including when and where the study will be conducted,

strategies for obtaining informed consent of participants, steps to be taken to increase response rate of participants to the survey, to reduce research biases, to protect the confidentiality of the participants and to comply with PVAMU- IRB and other relevant organizational research policies (20).

Rubric Summary for Causal-Comparative Research)

Abstract	10
Problem Statement	60
Literature Review	80
(Including references)	
Method	140/150
Total Points	290/300

CHAPTER 3**4. RUBRIC FOR EXPERIMENTAL RESEARCH**

TOTAL NUMBER OF POINTS FOR CHAPTER 3 = [150 points if existing surveys or tests are being used; 160 points if new surveys or new tests are being used.]

Research Type (10)

a). The degree to which the student provides a clear statement that the research method for the study is experimental and the rationale for choosing this method.

b). Research Design [Total Points = 60]

i). a clear description of the independent variable or treatment, including the assigned levels **(10);**

ii). a clear description of the dependent variable and how it will be measured **(10);**

iii). clear description of how the subjects or participants in the study will be divided or organized into groups (experimental and comparison) to facilitate collection of data that are appropriate to the research question (s) and hypothesis (ses) **(10);**

iv). summarization of the overall research design through the use of conventional notations
(See page 220 of textbook for example) **(10).**

iv) description of how the design shown in “iv” above will help to control for internal and external invalidity (see chapter 9 of textbook) **(10);**

vi). strategies for controlling extraneous variables that could confound your results **(10)**

c). Description of the target population (10)

The degree to which there is a clear description (demographics- -number, gender, ethnicity, age, socio -economic status, level of education, etc.) of the target population (the population to which results from the study will be generalized);

d). Description of the accessible population (10)

The degree to which there is a clear description of the accessible population – the group from which the participants will be selected for inclusion in the study (the specific name of the group, total number of potential participants in this group, their demographics, and the physical locations where members of the group can be found;

e). **Clear description of the sample of participants** to be included in the study--the sample size, demographic data, etc. (for the experimental and the comparison groups) **(10);**

f). **Clear description of the sampling procedure(s)** to be used for selecting samples (as described in “d” above) from the accessible population and assigning them to experimental and control groups **(10);**

g). **Clear description of the instruments- surveys and or tests (Existing 10 points; new 20 points)**

a). For an existing instruments- the degree to which there is a clear description of design, intended use, history of development and pilot testing, validity, reliability, etc. **(10);**

or

b). **for a new self-developed questionnaire or test (20)**

i). the degree to which there is a clear description of the purpose of the instrument and how it will be developed, how validity and reliability will be established **(10);**

ii). the quality of the questionnaire that is presented in the appendix of the proposal **(10);**

h). **Statistical techniques (including descriptive and inferential)** that will be used to analyze

the data to answer the research questions and provide support for the stated hypotheses **(10)**;

i). Summary of research procedure--including when and where the study will be conducted, strategies for obtaining informed consent of participants, steps to be taken to increase response rate of participants to the survey, to reduce research biases, to protect the confidentiality of the participants and to comply with PVAMU- IRB and other relevant organizational research policies **(20)**.

Rubric Summary for Experimental Research

Abstract	10
Problem Statement	60
Literature Review	80
(Including references)	
Method	150/160
Total Points	300/310

